



**NEW ENGLAND  
COMMON ASSESSMENT PROGRAM**

**Student Work Samples  
2009**

**Grade 7**



# Reading

Dillon uses his imagination throughout the passage beginning with the impression that the cottage that they arrived at was smiling at them. Later in the passage, Dillon imagines "shoes tumbling through the clouds, sneakers, and pastel-pink sandals tripping through the air," as the author puts it. This thought made Dillon feel happy inside. Then, Dillon goes on about the "what if's" until he comes back to his senses. Next, Dillon uses his imagination by thinking that a grasshopper that his sister Daisy found, was staring at him as if it was going to say something to him. Even after Daisy set the grasshopper free, Dillon was thinking about how the grasshopper was staring at him as if to say something, and how its eye was like "a moonbeam piercing the night." Dillon is probably just an average boy who likes to use his imagination a lot.

Dillon shows he is using his imagination in many ways throughout this passage. First off, he thinks about shoes falling from the sky and what if he could fly. Also, what if you could see around the corner before even getting there and what if people called him David instead of Dillon. He seemed to ask plenty of what if questions. Lastly, there was a grass hopper and Dillon was pretty sure that it had a message for him. That is how Dillon showed he was using his imagination throughout this passage.

7 Dillon shows him using his imagination by saying that the grasshopper was trying to send him a message. Grasshoppers can't talk messages or have telepathic senses so that's one thing of imagination. Another one is that the grasshopper's eye pierced into his eye like moonlight going through the night. So those are the parts of the story that he uses his imagination in this story.

7 Dillon shows that he's using his imagination throughout this passage because he says that the grass hopper is trying to talk to him, the house is smiling, it's blue stained clip boards is beaming under the sun. Dillon couldn't help but smile back. That is how he shows he's using his imagination throughout this passage.

7

You can tell he is using his imagination  
Because he thinks the grasshopper wants to say  
Something to him and it's an insect.

7

Dillon Dad stop the car  
At a cottage that's how  
they found the cottages.

⑫ Crawford Lake is a "meromictic lake" which means it is very deep. So many things fall into the lake and stay there for thousands of years. But scientist were interested what is at the bottom of the lake so they filled a long hollow tube with dry ice to make the mud really cold. Then they lowered it into the mud in the lake. After waiting ten minutes he pulled it up. They found that there was a thin frozen layer of mud. So they took it back to the lab. The botanist studies the frozen mud. There he found many layers in the mud, two for each year. The further down they went the older they were. They also found corn pollen. The scientist wondered why there was corn pollen at the bottom of a lake. It turned out Native people had lived on the shores of the lake and planted corn crops.

12

The method scientists used to collect and study bottom samples at Crawford Lake was first by filling a heavy and hollow tube with dry ice to make it freezing cold. Then lowering the tube deep down into the mud, it starts freezing the mud onto the tube. 10 minutes later, he pulled the heavy tube up to the surface, taking frozen mud on the tube with it. Then they study the frozen mud, looking for pollen. After making observations, if the scientists found something unusual, they would study that, bringing it to other scientists to help figure out their find.

12 They had to fill a heavy hollow tube with dry ice to make the tube freezing cold. He had to lower the freezing cold tube into the lake and the mud. He let it sit there for ten minutes and then pulled it up. When he pulled it up it was coated with a thin layer of frozen mud.

12

They collected mud by filling a  
heavy hollow tube with dry ice to make  
it freezing cold.

12

They collected basket full of stone axes & Head Arrows &  
Archaeologists dug up the Barnyard they found pottery, food  
storage pits stains from old fire pits & marks in the Earth  
from along time ago.



# Mathematics



11

$$\frac{1}{10} + 0.11 \\ (0.102) \leftarrow \text{answer}$$



11

$$\frac{1}{100} \frac{10}{100} < \frac{11}{100} \frac{110}{100}$$

$$\frac{10,5}{100}$$



11

$$\frac{1}{\pi}$$



11

$$a = \underline{\text{0.011}}$$

⑫

8 out of 100 or 2 out of 25

⑫

One in 12.5.

⑫

1 out of 5 chances

⑫

It is very unlikely Nemo will eat first.

⑬

18 ounces of red paint.

R, R, R, B, B

30

30 ÷ five cans of paint equals  
6 ounces per bucket times 3

⑬ You would need 18 ounces of red paint to make 30 oz. of purple paint because there is 3 red and 2 blue so red is  $\frac{3}{5}$  and that is equal to 60% and 60% of 30 is 18.

⑬

18 ounces of red paint.

Paints are 1 ounce each. 6 RRRBB  
are needed to make 1 ounce of purple  
paint.

⑬

$$R R R R = P \quad \frac{3}{5} \text{ OF } 30 = 20$$

$$R = P \quad 20 \text{ ounces} \quad 30 \text{ ounces}$$

⑬

You would need 10 ounces of red paint and 15 ounces of blue.

$$3 \overline{) 30}$$

$$2 \overline{) 30}$$

13

$$\text{Ratio} = 3/2$$

$$\begin{array}{r} 30 \\ \times 3 \\ \hline 90 \end{array}$$

$$\frac{3}{2} = \frac{x}{30}$$
$$\begin{array}{r} 45 \\ \hline 2 \overline{) 90} \end{array}$$

⑯

$$f = 25,000 + 1,500d$$

$$f = 25,000 + 1,500 \times 6$$

$$f = 25,000 + 9,000$$

$$f = 34,000$$

The fine is \$34,000  
because  $1,500 \times 6 = 9,000$   
and  $9,000 + 25,000 = 34,000$ .

⑯

$$F = 25,000 + 1,500 d$$

$$F \approx \$34,000$$

$$\begin{array}{r} 25,000 \\ + 9,000 \\ \hline 34,000 \end{array}$$

$$\begin{array}{r} 1,500 \\ \times \quad 6 \\ \hline 9,000 \end{array}$$

14

(115,000)

1,500 = days to work

x      b = days late

$$\begin{array}{r} \cancel{25,000} = \text{fine} \\ + \quad \cancel{9,000} \\ \hline \cancel{115,000} \end{array}$$

14

I think it is 26,500. I added up  
25,000 and 1,500. That's how I got my  
answer.

⑯

\$250 aday

$$250 \times 6 = 1500$$

A.) TRIANGLE JKL

\* List A word: obtuse

This word describes the triangle because one of the angles in the triangle is more than  $90^\circ$  (obtuse) and the other two are less than  $90^\circ$  (acute)

\* List B word: isosceles

This word describes the triangle because two of the sides are equal and one is longer. That is what describes an isosceles triangle.

B.) Triangle PSQ

\* List A word: right

This word describes the triangle because if it is part of the rectangle it has to have a right angle.

\* List B word: scalene

This word describes the triangle because all of the side lengths on the triangle are different.

15

- List A  
a. obtuse - because the angle is greater than  $90^\circ$   
List B isosceles - because only two sides are even.  
b. List A. right-angle is  $90^\circ$   
List B. Scalene - because none of the sides are even

15

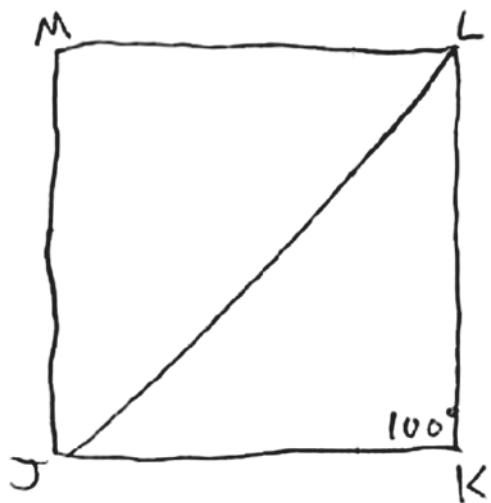
a. obtuse and scalene

JKL has an obtuse angle and it's scalene because no angles are the same.

b. right and isosceles

There would have to be a right angle and it have to be isosceles because it has 2 of the same angles.

15



$\triangle JKL$  = obtuse, isosceles

$\triangle PQR$  = right, scalene

15

a obtuse + scalene I chose because  
it is obtuse and scalene.

b right + scalene because it is right  
and scalene.

15

a. I think it is a Obtuse and a Scalene triangle

b. I would say it is probly a acute and a isosceles triangle